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ABSTRACT

Concentrating on the educational needs of migrant, non English speaking Mexican Americans in California and other southwestern states, the conference program dealt with herein sought to develop a regional plan. Eleven areas of concern were identified: coordination, funding, curriculum, guidance, personnel, services, followup, liaison, facilities, and research. Participants in workshops on family life and parent education, vocational education and training, adult basic education, general academic instruction, intercultural bilingual instruction, mass media, and technological approaches offered recommendations regarding each concern. Three workshops held to study suitable educational methods and instructional materials produced their own recommendations for further regional study and action. Educators and Mexican American leaders also considered such concerns as program development in the community, structure and services, scheduling of services, and the enlisting of community involvement and support. (The document includes forms for evaluating educational television programs and English instructional materials.) (ly)

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Report of Recommendations Concerning Educational Programs for the Non-English Speaking Adult Population

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CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty—Superintendent of Public Instruction
Sacramento, 1969

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1969

Preface

The contract between the California State Department of Education, Bureau of Adult Education, and the Southwestern Cooperative Educational Laboratory, Inc., through the United States Office of Education, was specifically designed to provide meaningful research in the area of educational opportunities for the non-English speaking adult.

To implement this research, conferences and workshops were held with professional educators and leaders from the Mexican-American community as participants. The initial meeting was conducted as the "Southwestern Regional Conference of Fifty"; subsequent sessions dealt with approaches to educating the mobile non-English speaking adult, evaluation of instruction materials, and opportunities in adult education for the Mexican-American adult.

An initial project objective – the field testing of television materials of instruction developed under a separate contract with the University of Arizona – was not completed because materials were not available in sufficient quantity for such field testing. As a result, the project was modified to provide for a study of the educational needs of the non-English speaking adult.

The Bureau of Adult Education is particularly indebted to Theodore H. Zimmerman, Education Project Specialist, for his services as organizer and reporter of the conference and workshop meetings; Lawrence E. Koehler, Consultant in Adult Education, who directed the Southwestern Regional Conference of Fifty; and James L. Toogood, Consultant in Adult Education, who assisted in the preparation of this final report.

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Southwestern Regional Conference of Fifty

Max Rafferty, California's Superintendent of Public Instruction, opened the Southwestern Regional Conference of Fifty on Problems of Educating the Mobile Non-English Speaking Adult Population. The three-day conference was cosponsored by the California State Department of Education and the U.S. Office of Education through its designated agent, the Southwestern Cooperative Educational Laboratory, Inc.

The participants in the conference included representatives of the state departments of education of seven western states, public school adult education personnel, and spokesmen for the different Mexican-American groups in California and the other states in the study.

The conference program was devoted to a study of the educational needs of the non-English speaking adults and to the development of a regional plan for providing these adults the educational opportunities required to meet their needs.

This report does not represent the viewpoint of any particular educational structure or specific administrative design; rather, it is intended to provide a philosophic foundation upon which the resources that exist regionally may be coordinated in an operational plan that can be implemented to provide for the educational needs of the mobile non-English speaking population of the southwest region.

The recommendations, narrative remarks, and conclusions in this report are based on strong implications or obvious interpretations rather than specific statements of individual committees.

Conclusions and Recommendations

The reports of the conference committees and the opinions expressed by individual participants led to several general conclusions

concerning the direction that the planning of educational programs for the mobile non-English speaking population should take. The conclusions, which follow, are not necessarily presented in the order of priority:

- Planning and implementation of programs that provide equal educational opportunities for members of the target group should be effected on a regional, rather than local, basis.

- Funding priorities should be established and coordinated by the various funding agencies to ensure consistency and equity in the distribution of available funds.

- When a regional agency is created or identified, it should be designated as repositor and controller of federal funds for the entire region and should distribute such funds to local or state agencies within the region on the basis of an agency's capacity to provide specific services under the regional plan.

- Better communication should be established with all concerned agencies and groups, and representative advisory groups should be established and identified so that program agencies might avail themselves of the advisory services.

- Program personnel should be adequately trained, should be sincere and interested professional persons identified as being part of the target group or accepted by the group, and, whenever possible, should be recruited from among members of the target group.

- Research should be conducted in the utilization of modern instructional hardware so that the most advanced instructional techniques may be used in educating the target population.

- Research should be conducted to determine the most effective mass communication media available for offering educational programs to the target population.

- Services that are not ordinarily considered to be within the framework of educational responsibility must be provided in conjunction with educational programs planned for the target population. Such services as child care, living allowances, and

health services are ancillary rather than instructional services, and agencies responsible for such services must have the necessary financial resources and the willingness to provide such services in cooperation with educational agencies.

- In the implementation of a regional plan, agencies must be selected with regard to their ability to provide the needed services in the most economic and efficient manner. The types of agencies selected to implement programs will depend on the development of service programs in the individual states and communities.

The development of effective educational programs for non-English speaking adults requires that consideration be given to their special needs in all phases of program planning, production, and operation.

The Southwestern Regional Conference of Fifty workshop participants identified 11 areas of concern related to programs for non-English speaking adults: coordination, funding, curriculum, guidance, personnel, services, planning, follow-up, liaison, facilities, and research. Recommendations regarding each concern were offered by participants in each of the workshops: "Family Life and Parent Education," "Vocational Education and Training," "Adult Basic Education," "General Academic Instruction," "Intercultural Bilingual Instruction," and "Mass Media and Technological Approaches."

Participants in all of the workshop sessions were in such general agreement in regard to the recommendations offered that composite recommendations relating to the 11 concerns identified in the preceding paragraph are presented here:

- It is recommended that *coordination* be effected via educational leadership to eliminate duplication and competition, through regional public relations programs and through support of industry and "joint powers committees"; that it be accomplished on a regional basis, including the development of a regional materials and records center; and that the importance of coordination be recognized in the overall planning of programs.

- It is recommended that *funding* practices be reevaluated to combine effectively and efficiently federal and local funds; that

funding be sought from all available sources and coordinated to minimize duplication; and that funding practices reflect consistent and equally shared responsibilities.

- It is recommended that the *curriculum* (1) be student and group oriented and articulated with other areas of instruction; (2) be developed in short-unit instruction phases; (3) provide for reasonable and attainable goals; (4) define the function of the family; (5) be industry-oriented and provide for employment readiness and the development of each student's long-range employment potential; (6) incorporate the use of bilingual instruction; and (7) stress continuity and flexibility.

- It is recommended that *guidance* (1) be coordinated among the various services and areas of training; (2) involve the family system and provide for the services of a home-school (liaison) counselor; (3) be structured to provide for more than the student's immediate needs; (4) provide for use of bilingual recruiters of students and full use of existing testing devices and placement information; and (5) be included in all academic, family, and vocational services.

- It is recommended that *personnel* selected to staff special programs for adults possess as many as possible of the following characteristics: "qualified," "sensitive to the needs of students," "competent in field of linguistics," "understanding," and "able to communicate with students"; it is further recommended that extensive use be made of paraprofessional aides; that all personnel be provided with opportunity to participate in inservice and group internship training programs; that personnel be recruited from the target population whenever feasible; and that personnel be actual representatives of the target group whenever possible.

- It is recommended that multiple *services* that are both child and adult oriented be provided to meet total family and family-group needs, including day care, stipends, health care, and transportation; and that such services be designed to reduce attitudinal barriers through direct participation of members of the target group.

- It is recommended that *planning* of special programs for non-English speaking adults be effected and coordinated on a

regional basis to assure articulation of program functions; and that planning reflect recognition of general academic instruction as an integral part of education.

- It is recommended that *follow-up* activities be conducted to (1) determine the extent of student utilization of available opportunities for higher education; (2) determine the desire for and availability of continuing services; (3) provide for assessment of the effectiveness of placement services; (4) assess the need for additional services to assist students in attaining current and future goals; and (5) determine the need for supplemental materials and services with which to enrich and supplement overall objectives.

- It is recommended that *liaison* be effected through strong public relations programs that include involvement of community advisory groups on which industry is represented, through bilingual field representatives who have the ability to communicate program advantages to the target group, through the use of successful members of the target group as models with whom students may identify and compare themselves, and through the use of target group leaders to relate goals of the various cultures.

- It is recommended that full use be made of available local *facilities* and mobile units that are or can be conveniently located in relation to the target area; that adult education facilities be made accessible during both the day and evening hours; and that full use be made of the general availability of all mass media programs.

- It is recommended that *research* programs be directed toward the (1) identification of factors that influence human development and cultural differences and goals; (2) development of workable means of integrating all cultures represented in the community; (3) development of evaluation instruments and guidelines for bilingual instruction; (4) development of appropriate instructional materials that relate academic achievement to occupational needs; and (5) development of materials and approaches not readily available with which to motivate adults and provide for meeting the special needs of the target group.

Workshops to Study Educational Approaches for the Non-English Speaking Adult

As a part of the contract agreement with the Southwestern Cooperative Educational Laboratory, Inc., the Bureau of Adult Education invited the representatives of various agencies to participate in three workshops designed to identify ways and means of improving educational programs for non-English speaking adults.

The workshops were designed to provide participants with the opportunity to (1) examine, discuss, and make recommendations concerning current methods and existing materials for classroom instruction for non-English speaking adults; and (2) assist in the development of instruments to be used in the evaluation of a series of television tapes being developed by the Arizona State Department of Education and the University of Arizona.

The workshop participants included administrators, teachers, and laymen – all faced with the common task of improving educational materials for non-English speaking adults.

A Composite of Workshop Recommendations

The culture of the Mexican immigrant represents rural rather than urban values and stresses the value of the extended family relationship. These cultural values are perpetuated by the immigrant as a means of self-identification within the dominant American culture. The Mexican immigrants isolate themselves within the total community. To a significant degree, mobility is directly related to economic pressures.

Workshop One

Participants in the first workshop agreed that, while it is certainly true that there are specific educational priorities peculiar to each

geographic area, all target areas share a common need for English instruction at the entry level: spoken English. Many of the adults in the target areas are employed in agricultural jobs, and a majority of these are non-English speaking immigrants of Mexican extraction. Few of these adults have received formal education above the fourth grade level. The needs of this group are *immediate* in nature and relate to jobs, family relationships, citizenship, and relationships with others.

Since the priority need of the non-English speaking adult had been identified, the majority of materials reviewed in the first workshop session were examined and evaluated in terms of their value at the beginning level of instruction. A copy of the evaluation instrument used appears at the end of this report. The participants used this instrument to evaluate eight sets of selected instructional materials.

After a comprehensive study of instructional materials has been made, an annotated bibliography should be prepared for use in programs for the non-English speaking adult.

The value of any instructional material depends greatly on the individual instructor's background, training, and teaching capability. "Beginning level instruction" was determined to be "at or below the third grade achievement level." Other levels of instruction were considered but were not emphasized in the workshop activities.

Methods and techniques of teaching were demonstrated for workshop participants. The demonstrations and the additional insight gained by hearing directly from members of the target group enabled the participants to identify and define needs and problems encountered in the use of existing materials and instructional programs and to develop recommendations regarding the selection and use of desirable methodology and techniques.

The recommendations formulated by the participants in the first workshop were based on the following postulates:

1. A need exists for more complete materials and textbooks which focus on beginning levels of instruction.
2. A need exists for training teachers in the proper use of commercially produced materials and in the methods of preparing and using teacher-prepared materials.

3. The teacher's primary responsibility in the classroom is to teach students to speak and understand English.

4. The content of materials used in the classroom must be related to effective linguistic methods and techniques.

The recommendations from Workshop One follow:

- That an inexpensive book or pamphlet of functional size be available for each unit or component of the instruction

- That the content of instructional materials reflect learning in the sequence of seeing, hearing, speaking, and writing

- That the overall content of the material be arranged in a basic skeletal structure that provides components or units for the teacher to use rather than arranged in a way that dictates the pace of instruction to be followed by the teacher

Workshop Two

Participants in the second workshop reviewed recommended characteristics, abilities, and qualifications of teachers. The participants agreed that the most critical areas to be considered in the selection of teachers of non-English speaking adults include attitude, ability to identify with students, ability to react to situations objectively, enthusiasm, and generosity with time and effort. The teacher should have a thorough knowledge of the subject matter to be taught and should be able to adapt methods and materials to meet immediate needs. It would also be desirable to have an instructor who is bilingual and who is aware of the cultural values and native language of the adult student.

A variety of recommendations evolved from the discussion sessions in the second workshop with regard to teacher capability and instructional techniques.

The recommendations from Workshop Two follow:

- Rapport be established with the student so that the student feels accepted.

- The teacher should take a sincere interest in the student and his needs and involve him in classroom procedures.

- There be flexibility in the presentation, as well as variety in methodology.

- The instructor be aware of new methods and techniques of instruction in order to implement them in the classroom.

There are obviously many other aspects to be considered in terms of good instructional techniques, but the participants in this workshop session were concerned with isolating the most basic factors.

Workshop Three

The third workshop was structured around a preview, discussion, and evaluation of a television tape prepared by the University of Arizona.

The recommendations from Workshop Three follow:

- A representative sample of the target population within the broadcast area be identified for study; and that the study include an opportunity for individual students in the test population to respond to questions regarding motives for wanting to learn English, the regularity with which the family watches the program, and so forth

- Each lesson be evaluated to determine the effectiveness of the methods used in terms of the viewers' understandings of their roles, participation, and use of supplementary learning materials

- Evaluation include testing to determine viewers' progress in learning the English language

- Educational programs be evaluated in terms of TV industry standards relating to photographic techniques used, entertainment value content, program scheduling, and so forth

- Control groups be established in a controlled viewing situation to obtain a comparative study of the effectiveness of TV instructional methods as compared with traditional instructional methods

- Viewers be informed about formal classroom educational opportunities within the broadcast area; and that as part of the evaluation study, the effectiveness of the programs in recruiting students into adult school programs be measured

Recommendations for Further Regional Study and Action

Many common concerns, needs, and problems, other than those specifically suggested by the central theme of each workshop, were identified and considered very briefly. As a result, numerous "spin-off" activities were suggested which would provide for a more comprehensive consideration of such related areas as advanced levels of English as a second language (ESL) instruction, development of materials, design of programs, design of evaluation instruments, use of mass media instructional materials, and total adult basic education (ABE) needs and goals. The major activities suggested are summarized below:

- Additional meetings should be conducted in local areas within the region for dissemination of workshop recommendations.

- The approach to education of non-English speaking adults should be modified to permit full use of the inherent abilities of persons whose native language is the same as that of members of the target group. The skills, knowledges, abilities, and achievements of the workshop participants who were not professional educators should be recognized as evidence of the value of including such persons in adult education programs.

- Teaching materials for ESL instruction at the beginning level should be structured in a skeletal format and should include numerous units or components from which the teacher may select the most appropriate for each student.

- A concerted effort should be made to recruit as teachers persons who have the following characteristics: the ability to identify students' characteristics and needs, the ability and opportunity to select appropriate materials for learning, and the knowledge of and ability to apply modern methods of language instruction.

  Continuous discussion, formal and informal, led to the basic premise that instructional effectiveness can be measured by the individual teacher's empathy, sensitivity, and ability to relate with the students involved. Professional teaching techniques and skills can be applied and reinforced more effectively by teachers who possess these characteristics than by teachers who do not possess them.

- Desired changes in the cultural attitudes of the student should be selectively identified and sought only as is necessary to his socioeconomic adjustment. The major goal of beginning instruction for the non-English speaker should be the achievement of skills and confidence needed to succeed within the dominant culture – to become an effective citizen.

- Regional participation in the total production of instructional television materials should be encouraged. Results of the field testing of such instructional materials dictated the need for follow-through and support activities involving regional representation from all agencies concerned.

- A regional resources, information, and data services center should be developed to assist in program development and improvement of instruction.

- Workshop sessions should be scheduled to develop the materials discussed in the conference sessions.

- Follow-up studies should be conducted in such areas as student evaluation; program development, and instructional-technique effectiveness.

- Institutes should be designed around the development of regional coordination of program activities.

Opportunities in Education for the Mexican-American Adult

In June, 1968, Mexican-American leaders, school district adult education program administrators, and members of the staff of the Bureau of Adult Education, State Department of Education, met to consider major areas of concern in the education of Mexican-Americans. These concerns included program development in the community, program structure and the scheduling of services, program services, and community involvement and support of the program.

Recommendations regarding these concerns follow:

- The program of instruction at the initial level of communication be related to the needs of the people to be served; specifically, content of materials be drawn from the neighborhood environment and the day-to-day problems of the non-English speaking person in the community.

- Consideration of student abilities and needs be given high priority and be so reflected in the program design. This priority is based upon the background of students: monolingual, functional illiterate, bilingual, undereducated, undertrained, and the amount of formal education in the native language.

- Programs of instruction reflect a careful identification of individual needs of students and include sequential patterns of course offerings that meet the needs of the monolingual Spanish speaking adult, the functionally illiterate bilingual adult, the undereducated, and the undertrained.

- School district adult education administrators become more aware of the unique cultural differences of the Mexican-American population in California communities and design local programs that reflect these differences when the Mexican-American adult population represents a significant percent of the total population served.

- Extensive efforts be directed to the development of an adequate pupil–identification instrument for proper class placement of the adult monolingual Spanish speaking person, bearing in mind varying levels of formal education in the native language.

- There be at least two distinct program objectives at the local level:

  1. A program element designed to meet the needs of the male Mexican-American adult student, including components such as English as a second language, the high school diploma program, and vocational training classes. This program element must provide opportunity for both long- and short-range objectives of the male students.

  2. A program element designed for the female Mexican-American adults that includes components related to home economics, consumer economics, parent education, and such academic and vocational classes as are appropriate to the needs and interests of this segment of the population. Such an academic program will parallel some of the components of the program designed for the male Mexican-American adult.

- The curriculum in the adult education program consist of instructional material that is realistic and practical, including situations that the individual will encounter in his everyday life. The ultimate objective of the curriculum is to make the individual functional in society.

- The adult school program be designed to relate to vocational opportunities in industry and commerce in the community so there will be a direct connection between the educational opportunity and the opportunity for employment.

- A conscientious effort be made to establish continuity among existing agency programs, regardless of funding sources. Duplication of training and the danger of interrupted training periods are neither desirable nor an expression of sincere concern for the recipients.

- Careful attention of all new educational and training agencies be directed toward coordination with existing programs to avoid

duplication of services and to provide opportunity to the individual for continuous education and training.

- Participating students be involved, whenever possible, in the planning and scheduling of classes in order to meet more effectively the needs of the students.

- Program offerings be flexible enough in scheduling and operation to allow students to advance at their optimum rate and not be required to complete a traditional sequence of timed experiences in order to complete a program.

- More teachers, teacher aides, administrators, and counselors be bilingual, as such skill will promote more effective communication between staff and student.

- There be an increase in the use of teacher aides – preferably, bilingual teacher aides.

- The physical facilities provided for the adult education program be easily identifiable to avoid confusion regarding where the adult student is supposed to be in relation to the total school plant.

- Consideration be given to ethnic balance in the instructional staff so that all participating students may better identify with the school.

- Citizenship classes be grouped according to ability and similarity of educational background of participants.

- Various means be used to motivate the participant: stipend for the head of the household, curriculum geared toward employment, meaningful initial training, and training geared to job promotion.

- Local adult education administrators build upon the enthusiasm of individuals, groups, and agencies concerned with the problems of the Mexican-American group in the development of programs.

- The Mexican-American press and radio be involved in making the total community aware of the services of the adult school.

- Mexican-American members of a community who have achieved economic success and social status be encouraged to participate in the activities of the school to provide the benefits of their understanding of the educational problems of the student and to provide an example that participating students will emulate.

- That community leaders be encouraged to make every effort to bring about better and more effective school-community communications.

- A better relationship and system of communications be established between industry and school district adult education administrators.

- Efforts be made to employ community specialists responsible for communicating the program of the schools to the community and, conversely, communicating to the school the educational program needs of the community.

- The adult education program be sufficiently flexible in structure to permit it to provide significant services to significant numbers of Mexican-American adults – educationally, economically, and culturally.

- Laws relating to pupil personnel credentials or counseling and guidance services be reviewed in terms of program needs, taking into account the many individuals who are effectively performing the services of a counselor and who should be rewarded in a monetary sense.

- Adult education programs be so structured as to make a significant contribution toward eliminating the sense of ethnic inferiority that results from the average Mexican-American's ignorance of his own cultural contribution to American society.

- Extensive efforts be made to enroll larger numbers of male Mexican-American adults in adult education programs. A key factor for consideration here is a greater emphasis on vocational course offerings.

Evaluation Instruments

There is no question as to the future of the multimedia approach to evaluation in the field of education; however, the commercial enterprises that produce instructional materials must rely upon actual field testing and evaluation to determine the feasibility of their use in various programs. In addition, publishers must have reliable information regarding the value of their materials to teachers.

A continual function of the Bureau of Adult Education has been the development of evaluation instruments. The two evaluation forms which appear on the following pages were developed as a component of the project and require further study and experimental use to determine their reliability as instruments.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
BUREAU OF ADULT EDUCATION
SOUTHWESTERN REGIONAL WORKSHOP

Evaluation of Educational Television Programs

According to the following key, circle the number which best represents your evaluation of each item in parts I, II, and III.

1 – Excellent; 2 – Very good; 3 – Satisfactory;
4 – Needs improvement; 5 – Poor.

Part I – Lesson Content

1. Appropriate for age level of students	1	2	3	4	5
2. Focused upon student interest level	1	2	3	4	5
3. Related to real-life situations	1	2	3	4	5
4. Fulfilled student needs	1	2	3	4	5
5. Related to skill of students	1	2	3	4	5
6. Provided various meaningful activities	1	2	3	4	5
7. Provided for experiences beyond textbook learning	1	2	3	4	5
8. Flexible, yet directed for effectiveness	1	2	3	4	5
9. Motivated continued viewing	1	2	3	4	5
10. Provided learning progression for students	1	2	3	4	5

Part II – Program Objectives

1. Aided viewers in learning the skills presented	1	2	3	4	5

2. Influenced students toward further education	1	2	3	4	5
3. Provided appropriate quantity for learning, based upon content	1	2	3	4	5
4. Provided significant values to be learned	1	2	3	4	5
5. Provided for student development at a realistic pace	1	2	3	4	5
6. Permitted understanding by students of what was learned	1	2	3	4	5
7. Provided for the development of long-range values	1	2	3	4	5
8. Related to fulfillment of student needs	1	2	3	4	5

Part III – General Assessment of the Program

Program content, teaching techniques, mechanics of program, and format

1. Interest which the program would generate for continued viewing/ learning	1	2	3	4	5
2. General value of the program as an educational experience	1	2	3	4	5
3. Comprehensiveness of the program	1	2	3	4	5
4. Program format for acceptance by viewers	1	2	3	4	5
5. Feasibility as a vehicle for involving people in the learning processes	1	2	3	4	5

Part IV – Objective Recommendations for Improvement Based on Review and Evaluation

Please include any succinct recommendations relative to the T.V. instructional tape viewed.

Program content:

Methodology:

Technical items:

Other:

This evaluation form was developed by the Education Project Specialist, Bureau of Adult Education.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
BUREAU OF ADULT EDUCATION
SOUTHWESTERN REGIONAL WORKSHOP

Evaluation of English Instructional Materials

Material Data

Title: _____

Publisher: _____

Date: _____

Edition: _____

According to the following key, circle the number which best represents your evaluation of each item.

1 – Excellent; 2 – Good; 3 – Fair; 4 – Needs improvement; 5 – Poor; 6 – Comment included at end of evaluation form

APPROACH

1. Extent to which material recognizes background of adult student experience	1	2	3	4	5	6
2. Extent to which material establishes or maintains balance for planned instruction	1	2	3	4	5	6
3. Extent to which material provides for initial successes with teacher help	1	2	3	4	5	6
4. Extent to which the material relates to the actual needs of the adult students	1	2	3	4	5	6

5. Extent to which subject matter lies within the interest range of the adult students involved	1	2	3	4	5	6
6. Extent to which social concepts are presented for the adult students involved	1	2	3	4	5	6
7. Extent to which material was drawn from such other fields as health, citizenship, and economics	1	2	3	4	5	6
8. Extent to which material provides opportunities for use of enrichment or study aids	1	2	3	4	5	6

Subtotal[1] _____

LEARNING CONCEPTS

9. Extent to which material lends itself to needed teacher-made reinforcements	1	2	3	4	5	6
10. Extent to which the content builds the basic skills of speech, listening, and comprehension	1	2	3	4	5	6
11. Extent to which material would stimulate the student toward other learning experiences	1	2	3	4	5	6

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[1]Subtotals are the sums of numbers 1 through 5 circled in each of the evaluation segments (approach, learning concepts, and instructional goals) and indicate the overall rating of each particular segment. These ratings may range from 8, very good, to 40, very poor, in approach; from 11, very good, to 55, very poor, in learning concepts; and from 6, very good, to 30, very poor, in instructional goals.

The final rating is the sum of the three subtotals plus the rating of the format of the published material.

12. Extent to which accuracy and relevancy of material provides for vivid experiences which will be remembered by students	1	2	3	4	5	6
13. Extent to which material provides opportunity for repetitive activities	1	2	3	4	5	6
14. Extent to which content includes organization skills, thought, and development	1	2	3	4	5	6
15. Extent to which material provides for building the reading and vocabulary skills of the students	1	2	3	4	5	6
16. Extent to which material provides for development of spelling skills	1	2	3	4	5	6
17. Extent to which content provides for presentation of material in a sequence of increasing difficulty	1	2	3	4	5	6
18. Extent to which content suggests or is adaptable to a variety of pupil experiences	1	2	3	4	5	6
19. Extent to which material is adaptable to various methods of presenting curriculum	1	2	3	4	5	6

Subtotal[1] _____

[1]Subtotals are the sums of numbers 1 through 5 circled in each of the evaluation segments (approach, learning concepts, and instructional goals) and indicate the overall rating of each particular segment. These ratings may range from 8, very good, to 40, very poor, in approach; from 11, very good, to 55, very poor, in learning concepts; and from 6, very good, to 30, very poor, in instructional goals.

The final rating is the sum of the three subtotals plus the rating of the format of the published material.

INSTRUCTIONAL GOALS

20. Extent to which material reflects desired follow-up activities by individual students	1	2	3	4	5	6
21. Extent to which material provides or builds occupational goals	1	2	3	4	5	6
22. Extent to which material provides student opportunities to apply skills and concepts to the "real world"	1	2	3	4	5	6
23. Extent to which material contributes to building needed positive values of the student	1	2	3	4	5	6
24. Extent to which material provides opportunities for teacher guidance	1	2	3	4	5	6
25. Extent to which illustrations and content suggest additional learning or reading	1	2	3	4	5	6

Subtotal[1] _____

FORMAT

26. Extent to which the elements of format contribute to the value of published material; i.e., type, style, index, binding, size, and cost	1	2	3	4	5	6

Final rating[1] _____

[1]Subtotals are the sums of numbers 1 through 5 circled in each of the evaluation segments (approach, learning concepts, and instructional goals) and indicate the overall rating of each particular segment. These ratings may range from 8, very good, to 40, very poor, in approach; from 11, very good, to 55, very poor, in learning concepts; and from 6, very good, to 30, very poor, in instructional goals.

The final rating is the sum of the three subtotals plus the rating of the format of the published material.

RECOMMENDATIONS

LEVEL: _____

For use in the following major skill areas:

Relates to the following *specific* skills as designated above:

This material *would/would not* materially contribute to an English instructional program for mobile non-English speaking adults because:

Comments: (Relate to items as numbered; use other side if needed.)

This evaluation form was developed by the Education Project Specialist, Bureau of Adult Education.

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